

English, Grade 11 College ENG3C	
Lesson 2: Always Read the Fine Print	
Connections to Financial Literacy Financial literacy knowledge and skills addressed in this lesson: <ul style="list-style-type: none"> • understanding needs and wants; • consumer protection and consumer awareness; • planning for the future. 	Text Forms Explored in Lesson Business letters “Junk” mail Text Forms Created in Lesson Multimedia presentations Rationale
Curriculum Expectations	
ORAL COMMUNICATION	
Overall Expectations: By the end of this course, students will:	
1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes	Specific Expectations: Using Active Listening Strategies 1.2 select and use appropriate active listening strategies when participating in a variety of classroom interactions
2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes	Purpose 2.1 communicate orally for a variety of purposes, using language appropriate for the intended audience
READING AND LITERATURE STUDIES	
Overall Expectations: By the end of this course, students will:	
1. Reading for Meaning: read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning	Specific Expectations: Using Reading Comprehension Strategies 1.2 select and use appropriate reading comprehension strategies before, during, and after reading to understand texts, including increasingly complex texts Demonstrating Understanding of Content 1.3 identify the most important ideas and supporting details in texts, including increasingly

	<p>complex texts</p> <p>Making Inferences</p> <p>1.4 make and explain inferences about texts, including increasingly complex texts, supporting their explanations with well-chosen stated and implied ideas from the texts</p> <p>Extending Understanding of Texts</p> <p>1.5 extend understanding of texts, including increasingly complex texts, by making appropriate connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them</p> <p>Analysing Texts</p> <p>1.6 analyse texts in terms of the information, ideas, issues, and themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements</p> <p>Evaluating Texts</p> <p>1.7 evaluate the effectiveness of texts, including increasingly complex texts, using evidence from the text to support their opinions</p> <p>Critical Literacy</p> <p>1.8 identify and analyse the perspectives and/or biases evident in texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power</p>
<p>2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning</p>	<p>Text Forms</p> <p>2.1 identify a variety of characteristics of informational, literary, and graphic text forms and explain how they help communicate meaning</p> <p>Text Features</p> <p>2.2 identify a variety of text features and explain how they help communicate meaning</p> <p>Elements of Style</p> <p>2.3 identify a variety of elements of style in texts, including increasingly complex texts, and explain how they help communicate meaning and enhance the effectiveness of the texts</p>
WRITING	
<p>Overall Expectations:</p> <p>By the end of this course, students will:</p>	
<p>1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience</p>	<p>Specific Expectations:</p> <p>Identifying Topic, Purpose, and Audience</p> <p>1.1 identify the topic, purpose, and audience for a variety of writing tasks</p> <p>Generating and Developing Ideas</p> <p>1.2 generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate</p>

	<p>Research 1.3 locate and select information to appropriately support ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate</p> <p>Organizing Ideas 1.4 identify, sort, and order main ideas and supporting details for writing tasks, using a variety of strategies and organizational patterns suited to the content and the purpose for writing</p> <p>Reviewing Content 1.5 determine whether the ideas and information gathered are relevant to the topic, accurate, complete, and appropriately meet the requirements of the writing task</p>
<p style="text-align: center;">MEDIA STUDIES</p>	
<p>Overall Expectations: By the end of this course, students will:</p>	
<p>1. Understanding Media Texts: demonstrate an understanding of a variety of media texts</p>	<p>Specific Expectations:</p> <p>Purpose and Audience 1.1 explain how media texts, including increasingly complex texts, are created to suit particular purposes and audiences</p> <p>Interpreting Messages 1.2 interpret media texts, including increasingly complex texts, identifying and explaining the overt and implied messages they convey</p> <p>Evaluating Texts 1.3 evaluate how effectively information, ideas, issues, and opinions are communicated in media texts, including increasingly complex texts, and decide whether the texts achieve their intended purpose</p> <p>Critical Literacy 1.5 identify the perspectives and/or biases evident in media texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power</p>
<p>2. Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning</p>	<p>Form 2.1 identify general and specific characteristics of a variety of media forms and explain how they shape content and create meaning</p> <p>Conventions and Techniques 2.2 identify conventions and/or techniques used in a variety of media forms and explain how they convey meaning and influence their audience</p>
<p>3. Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques</p>	<p>Purpose and Audience 3.1 describe the topic, purpose, and audience for media texts they plan to create</p>

Producing Media Texts

3.4 produce media texts for a variety of purposes and audiences, using appropriate forms, conventions, and techniques

Learning Goals

By the end of this lesson, students will know, understand, or be able to:

- by using Hugh Rank's *Intensify Downplay Schema for Text Analysis*, be able to identify the strategies authors use to persuade an audience
- identify where and how the elements of persuasion are used in a text
- select and explain how elements of a text are used to manipulate the understanding and emotions of intended audience
- construct a text which reflects the message the audience should be told/ the truth

Teaching Emphasis - *It is important to note that the teaching emphasis should be informed by the students' observations/learning. The following are examples of possible emphases that address these learning goal(s):*

- *How do credit card companies use persuasive language?*
- *Are the credit card companies being truthful about what they offer?*
- *How might students recognize that the financial offer that sounds good, especially in the short term, can be bad, or even harmful in the long run?*

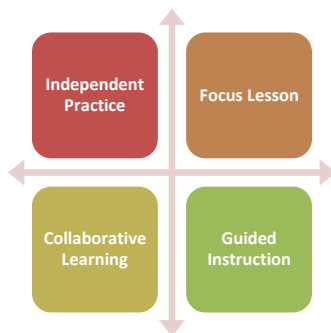
Note: Teachers will need to use their professional judgement to determine how long it will take to cover the content in this lesson. A guideline is:

- one day to introduce the Intensify Downplay Schema,
- part of one day to have students discuss or respond to the Consolidation Activity 1: Critical Challenge Questions (optional),
- part of one day to introduce the Consolidation Activity 2: Animoto and Rationale, review the sample animoto and rationale, and to co-construct success criteria before students work on their own
- One to two days of independent work time to create animoto and write rationale.

Instructional Components and Context

Readiness & Instructional Strategies	Terminology	Materials
Prior learning: Students should be able to identify and distinguish between the following terms: <ul style="list-style-type: none"> • Text form • Text purpose • Intended audience • Text features • Persuasive text 	Related to the Curriculum <ul style="list-style-type: none"> • intended audience • text form • text features • critical text user Related to Financial Literacy <ul style="list-style-type: none"> • interest rate 	Minds On: <ul style="list-style-type: none"> • Handout 2-2A: Text 1 • Index card – for pairs to record draft definition of propaganda Action: <ul style="list-style-type: none"> • Handout 2-1 – Intensify Downplay Schema • Blank 8 ½ x11" paper for groups

<ul style="list-style-type: none"> Persuasive text form 	<ul style="list-style-type: none"> debt credit identity theft 	<ul style="list-style-type: none"> to record definition of propaganda markers <p>Sample Texts: (copy one of the four texts for every two students)</p> <ul style="list-style-type: none"> Handout 2-2A: Text 1 Handout 2-3A: Text 2 Handout 2-4A: Text 3 Handout 2-5A: Text 4 <p>Text Strips (teacher will need to cut these beforehand or provide groups with scissors):</p> <ul style="list-style-type: none"> Handout 2-2B: Text Sorting Activity Text 1 Handout 2-3B: Text Sorting Activity Text 2 Handout 2-4B: Text Sorting Activity Text 3 Handout 2-5B: Text Sorting Activity Text 4 <p>Consolidation:</p> <ul style="list-style-type: none"> LCD Projector and downloaded video – “Yes, your approval...no fee guaranteed” Access to computers and internet Handout 2-6: Intensify Downplay Analysis Rationale Handout 2-7: Sample Intensify Downplay Analysis Rationale Copies of texts for analysis – either provided by teacher (Handout 2-2A: Text 1, Handout 2-3A: Text 2, Handout 2-4A: Text 3, Handout 2-5A: Text 4) or student found text (Note: samples provided for this lesson have all personal and financial information altered so that they can be safely used in the classroom without risk of identity theft or fraud occurring. If students bring “found” texts for this task, it is important that they remove any information that could lead to fraudulent use.)
Instructional Strategies		
<p>This lesson is built around Gradual Release of Responsibility In GRR, four things should happen in every lesson, every day. These four things can happen in any order:</p>		



Quality Indicator 1- Complexity of Task: *The task is a novel application of a grade-level appropriate concept and is designed so that the outcome is not guaranteed (a chance for productive failure exists).*

Quality Indicator 2 - Joint attention to tasks or materials *Students are interacting with one another to build each other's knowledge. Outward indicators include body language and movement associated with meaningful conversations, and shared visual gaze on materials.*

Quality Indicator 3 - Argumentation not arguing: *Student use accountable talk to persuade, provide evidence, ask questions of one another, and disagree without being disagreeable.*

Quality Indicator 4 - Language support: *Written, verbal, teacher, and peer supports are available to boost academic language usage.*

Quality Indicator 5 - Grouping: *Small groups of 2-5 students are purposefully constructed to maximize individual strengths without magnifying areas of needs (heterogeneous grouping).*

Quality Indicator 6 - Teacher role: *What the teacher is doing while productive group work is occurring – monitoring comprehension and application.*

Sources: *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility* by Douglas Fisher and Nancy Frey
<http://www.fisherandfrey.com/>

Minds On

- ♦ Establishing a positive learning environment
- ♦ Connecting to prior learning and/or experiences
- ♦ Setting the context for learning

Lesson Description

Text Analysis using Schema for Analysis – Gradual Release of Responsibility Model

Minds On
 (approximately 15 – 20 minutes)

Notes to teacher:



Differentiated Instruction

Teacher may wish to provide some students with the text ahead of time or ask students to bring their own examples of business letters which invite an individual to apply for a credit card that a family member may have received in the mail.

Think – Pair – Pair Squared**Independent & Collaborative Learning**

- Ask students to think on their own first and then share with an elbow partner their response to these questions:
 - What is propaganda? When and why would someone use propaganda?**
- Provide pairs of students with one of the four sample texts -- credit company letters/ ads - there are four included with this unit, but students could also bring samples from home, as long as their samples have been mailed to a specific recipient.

(Note: samples provided for this lesson have all personal and financial information altered so that they can be safely used in the classroom without risk of identity theft or fraud occurring. If students bring “found” texts for this task, it is important that they remove any information that could lead to fraudulent use.)
- Tell students that each of these texts are an example of propaganda. Ask the pairs record a definition of propaganda which could include texts such as ones which are sent to households in the mail.

Collaborative Learning

- Have pairs of students move into groups of four based on the text they are examining.
- Have the groups create definition of what propaganda is and when and why someone might use propaganda.
- In groups students should number heads. Randomly select one person from each group to share their definition. (These definitions could also be posted in the classroom.)

Sample Texts Included with Lesson:

Action

- ♦ Introducing new learning or extending/reinforcing prior learning
- ♦ Providing opportunities for practice and application of learning (guided → independent)

Lesson Description**Notes to teacher:****Focus Lesson**

and

Guided Instruction

The teacher will post a purpose statement for the lesson:

- To work with an analysis tool --the Intensify Downplay Schema --so that we become familiar with it and so that we recognize some of the ways language can be used to persuade an intended audience.
- To identify examples of Intensify Downplay elements so that we will better recognize them when we see them in the real world
- To begin recognizing some of the more subtle elements of Intensify Downplay (such as composition, omission, and confusion) so that we can respond knowledgeably when we encounter them in our real lives

(approximately 15 minutes)

1. Tell students that:

- propaganda is sometimes called Doublespeak, a word that was probably coined by George Orwell in his novel *1984*.
- Doublespeak, essentially, is the deliberate use of language to disguise, distort, or reverse the meaning of words. It can also be the deliberate use of language to be ambiguous.
- In his book, *The Pitch*, Hugh Rank provided a “schema” or structure which can be used to assess texts (verbal and visual) to determine the message that is being intensified and the one that is being downplayed in order for people to become **critical users of text**.

**Assessment for learning**

As student share the examples of Intensify Downplay check to see if they are finding some of the less obvious elements.

**Differentiated Instruction**

Teacher may allow groups of students to select the text for analysis.

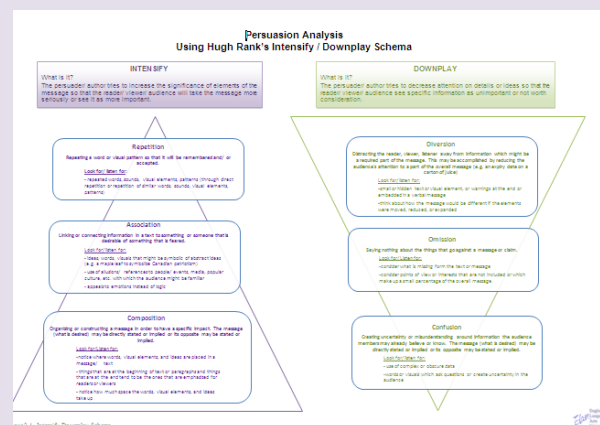
- Provide students with a copy of **Handout 2-1: Intensify Downplay Schema** and reviews its contents. For the students, highlight the structure, the key categories of Intensify (Repetition, Association, Composition) and Downplay (Diversion, Omission, Confusion).
- Tell students that this is called a “schema” or structure which is a way to work with a text in order to analyze it. Although this is a new structure for them, they will become comfortable using it as they work with it a few times.
- Tell students that they will have access to the handout whenever they are doing a propaganda analysis in class or at home, but that they might find it useful to become familiar with some of its terms so that they can recognize when someone is trying to persuade them with propaganda.
- Select 3 or 4 text strips (from Handouts 2-2B, 2-3B, 2-4B, and 2-5B) to model your thinking process in determining whether the original text is using Intensify (Repetition, Association, Composition) and Downplay (Diversion, Omission, Confusion) to persuade the intended audience.

Collaborative Learning

(approximately 30 minutes)
Group Activity – Text Analysis

6. Provide each group with the correlating handout (Handouts 2-2B, 2-3B, 2-4B, and 2-5B) for the text they are working with. (Note: teacher will need to cut these beforehand or provide groups with scissors.)
7. In their groups, students divvy up the text strips.
8. Each person will take a few moments on their own to review their strip and decide which of the intensify/ downplay are most predominant.
9. Each person will select 3 of their strips to share.
10. In round robin fashion, students share one strip at a time and explain to the group where they feel it belongs; group members will

Handout 2-1: Intensify Downplay Schema for Propaganda Analysis



Gradual Release of Responsibility



Teacher role:

While productive group work is occurring, the teacher circulates to monitor –

- ✓ Comprehension.
- ✓ How students are interacting with one another to build each other's knowledge.
- ✓ Body language and movement associated with meaningful conversations, and shared visual gaze on materials.
- ✓ Student are using accountable talk to persuade, provide evidence, ask questions of one another, and disagree without being disagreeable.

then confirm or challenge this choice.

11. Once everyone has shared the group decides which two of the intensify/ downplay strategies were used most effective in the text and why.

Independent

Student responds to the following prompts as an EXIT Ticket (approximately 5 minutes):

- Which types of Intensify and Downplay were easiest to identify? Which were most difficult?
- Identify one example of Intensify or Downplay and explain why it is Intensify or Downplay.
- What did you learn about persuasion/ propaganda today?
- What surprised you the most as you looked at persuasive texts from credit card companies?

Assessment for learning

The teacher should review the EXIT Ticket responses to determine whether students are able to see how Intensify/ Downplay techniques are being used in the text.

Also, the teacher will need to see if students are recognizing how credit card companies are manipulating the message they are sending to their intended audience.



Differentiated Instruction

Invite students to find sample “Financial Literacy” themed texts from home and ask them to share how the authors have used Intensify/ Downplay techniques in the text, as a way to build students’ capacity in working with the schema and to provide them with choice related to the text they work with.

Consolidation

- ◆ Providing opportunities for consolidation and reflection
 - ◆ Helping students demonstrate what they have learned
- Components of Consolidation:
- discussion of student work
 - teaching emphasis
 - highlights and summary
 - independent or further guided practice

The Consolidation Activities provide students with additional opportunities to apply the concepts learned in this lesson. The teacher should use their professional judgement to determine which activities to assign how much time students will need to complete these activities.

Consolidation Activity 1**Critical Challenge:**

Students can explore one of the following questions or create similar questions of their own to explore:

- What are some of the ways credit card companies make it easy for individuals to access credit?
- Are there some companies who seem to send credit “mail offers”/ junk mail more frequently than others?
- Which of the credit “mail offers” from the samples provided would be the worst choice and why?

Consolidation Activity 2
Animoto and Rationale

1. Show students the sample Animoto video which shows an analysis of the text in **Handout 2-2A: Text 1**.

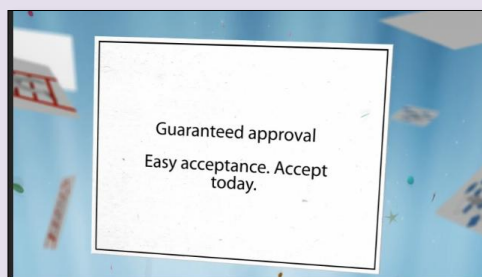
<http://animoto.com/play/gbmITmXI0o95t1ARmHE9og> (If possible, post a link to this video on course website so that students may refer back to it as they create their own multi-media presentation.)

2. Provide students with a copy of the rationale form (**Handout 2- 6: Intensify Downplay Analysis Rationale**) and show them the sample rationale created for the video (**Handout 2-7: Sample Intensify Downplay Analysis Rationale**) (If possible, post the sample rationale on course website so that students may refer back to it as they write their own rationales.)
3. Watch the video a second time after reading the rationale.
4. Students create a multimedia presentation showing an Intensify Downplay Analysis of one of texts. Students will submit a rationale with their multimedia presentation.

Text used for sample animoto and Handout 2-7:
Sample Intensify Downplay Analysis Rationale



Animoto analysis of sample text:



<http://animoto.com/play/gbmITmXI0o95t1ARmHE9og>

Handout 2-6: Intensify Downplay Analysis Rationale

Intensify – Downplay Analysis Rationale		Name: _____														
Text Analyzed: _____																
Text Form: _____	Text Author: _____															
Intended Audience: _____	Purpose: _____															
Special Features (use of colour, images, symbols, etc.) _____																
Summary of Text: _____																
<table border="1"> <tr> <td>In my analysis I tried to... <small>(On what aspects of intensify/downplay did you focus? Why?)</small></td> <td></td> </tr> <tr> <td>Other things I could have included... <small>(Are there other intensify/downplay techniques used that you did not examine in the presentation?)</small></td> <td></td> </tr> <tr> <td>How I presented the information: <small>(What media format did you use? Web 2.0 tool, presentation in front of class, written report, Powerpoint presentation, etc.)</small></td> <td></td> </tr> <tr> <td>Please notice this in my presentation...</td> <td></td> </tr> <tr> <td>The part I like the most is...</td> <td></td> </tr> <tr> <td>I wish I could have...</td> <td></td> </tr> <tr> <td>I would like feedback about... <small>(As you reflect on the success criteria for this assignment, what would be your next steps for improvement?)</small></td> <td></td> </tr> </table>			In my analysis I tried to... <small>(On what aspects of intensify/downplay did you focus? Why?)</small>		Other things I could have included... <small>(Are there other intensify/downplay techniques used that you did not examine in the presentation?)</small>		How I presented the information: <small>(What media format did you use? Web 2.0 tool, presentation in front of class, written report, Powerpoint presentation, etc.)</small>		Please notice this in my presentation...		The part I like the most is...		I wish I could have...		I would like feedback about... <small>(As you reflect on the success criteria for this assignment, what would be your next steps for improvement?)</small>	
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Handout 2-6: Intensify Downplay Analysis-Rationale

Assessment as learning

With the students, co-construct success criteria/ look fors for an effective animoto and rationale. These success criteria should describe what successful attainment of the task looks like, and should not simply be a checklist of the content of the animoto and rationale.

Students should use this success criteria to reflect on their own work and/ or to provide peers with feedback for improvement as they are completing the task.

Students can also submit, with their completed task, a reflection on which success criteria they feel most confident about and why and a request for feedback about a specific success criteria which they are least confident about. This will help to guide and the teacher's feedback and also allows students to take ownership for their own learning.

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